

ELD CST Referral for Secondary

Note: p. 1 to be completed by all content area teachers

Student name: _____ Date: _____

English Language Development Strategies

All content area teachers must indicate the specific ELD strategies used in the subjects below:
**If the content area teacher does not have an ESL/ESOL endorsement, they must complete a consultation with the ELD teacher. (See page 2 of this document for ELD teacher consultation form and recommended ELD strategies).*

ELD strategies used in **English**:

Teacher name: _____ ESL certified? Yes No – ELD Consultation date: _____

ELD strategies used in **Social Studies**:

Teacher name: _____ ESL certified? Yes No – ELD Consultation date: _____

ELD strategies used in **Science**:

Teacher name: _____ ESL certified? Yes No – ELD Consultation date: _____

ELD strategies used in **Mathematics**:

Teacher name: _____ ESL certified? Yes No – ELD Consultation date: _____

Parent Contact

Date parent/guardian was contacted about concerns: _____

Was an interpreter present? No Yes - Interpreter name: _____

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Note: p. 2 to be completed by the classroom teacher during consultation with the ELD teacher

Classroom teacher: _____ Subject: _____

ELD teacher: _____ Date: _____

English Language Development Strategies

1. The classroom teacher discusses concerns with the ELD teacher.
2. The classroom teacher and ELD teacher review the SEF together along with any other pertinent individual and cultural considerations for the student.
3. The ELD teacher checks specific strategies from the following list that will support the student and teacher regarding the area of concern.
4. The classroom teacher implements strategies for 6-8 weeks before referring to CST.

Check all recommended strategies:

- ◇ Language objective alongside content objectives for each lesson
- ◇ Multisensory approach (visual, auditory, kinesthetic)
- ◇ Realia (real world objects)
- ◇ TPR (total physical response)
- ◇ Choral reading (group reading) through poems, chants, songs
- ◇ Visual support (photographs, pictures, drawings, symbols, video)
 - *Note: Picture literacy is culturally bound; symbols, drawings, cartoons are not universal. The strongest visual support for English Language Learners is through real-world objects, color photographs, and video.
- ◇ Targeted vocabulary development (TPR, word of the day, Cognitive Content Dictionary, Frayer Model, word walls)
- ◇ Academic and social language frames/ sentence patterns (for language *forms* such as Subject-Verb-Object, questions, transitional phrases; for *functions* such as supporting an argument, agreeing or disagreeing, other: _____)
- ◇ Cooperative Groups: Flexible grouping based on language, acquisition, learning style:
 - Homogeneous/heterogeneous primary language groups,
 - Homogeneous/heterogeneous groups by language acquisition level,
 - Homogeneous/heterogeneous groups by learning styles (sensory modalities, multiple intelligences, field dependent/field independent, etc.)
- ◇ Communicative language teaching (think-pair-share, turn-and-talk, conversation circles)
- ◇ Access/ build prior knowledge (KWL, inquiry charts, pictorial input, other: _____)

Additional strategies as determined by ELD teacher (please note below):

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Note: p. 3 to be completed by the ELD teacher

ELD teacher: _____

Student name: _____

Student Background Information

Attach copies of the following documents from the cumulative file:

- ✓ Initial program placement score
- ✓ All ELPA21, WELPA, WLPT English language proficiency assessment scores
- ✓ Peer comparison chart
- ✓ Student entry form

Program Service Model

Check all that apply:

- ELD clustered/sheltered classroom
- Push-in services weekly for _____ days and _____ minutes per day
- Pull out services weekly for _____ days and _____ minutes per day

Progress within ELD Program

Curriculum placement test Lexile scores:

Year: _____ Lexile: _____

Year: _____ Lexile: _____

Year: _____ Lexile: _____

Year: _____ Lexile: _____

Year: _____ Lexile: _____

Year: _____ Lexile: _____

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Note: p. 4 to be completed by the parent/guardian (may have the support of an interpreter)

Parent/guardian names: _____

Student name: _____

Interpreter name: _____

1. What language does your child use at home with family?
2. Are/were there any medical concerns such as premature birth, accidents, hospitalizations, allergies, life-threatening illnesses, etc. of which we should be aware?
3. Please answer yes or no for each question. Please explain any “no” answers.
Was your child able to:
 - Sit and crawl by 7-9 months?
 - Stand by 10-12 months?
 - Speak words, imitate sounds, or respond to commands by 10-12 months?
 - Walk by 1-1.5 years?
 - Run by 1-1.5 years?
 - Sleep through night by 1.5-2 years?
 - Speak in complete thoughts/sentences by 2-3 years?
 - Skip, jump, dress self by 4-5 years?
 - Speak using adult-like speech/grammar by 4-5 years?
 - Tell a story by 4-5 years?
4. How does your child’s development compare to his/her siblings?
5. Are there any behavior concerns currently, or were there any in the past?
6. What is your child’s school history?